DOCUMENT RESUME

ED 200 804 CE 028 701

AUTHOR Warden, John W.; Lehrman, Raymond H.
TITLE Vocational Education Needs of Handicapped Students. Self-Help Booklet 2.
INSTITUTION Northern Inst. for Research, Training, and Development, Inc., Anchorage, Alaska.
SPONS AGENCY Alaska State Dept. of Education, Juneau.
PUB DATE Jun 79
NOTE 25p.; For related documents see CE 028 700-704. Small document.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Administrators; *Disabilities; Educational Planning; Mainstreaming; *Needs Assessment; *Negative Attitudes; Parent Attitudes; School Districts; Secondary Education; Social Bias; *Student Needs; Teachers; *Vocational Education
IDENTIFIERS Alaska

ABSTRACT

This publication on vocational education needs of students is the second in the Self-Help series of five booklets designed for Alaska administrators and teachers to improve vocational services provided to handicapped pupils. It begins with a checklist of implications for administrators and teachers. Definitions of handicapping conditions are then defined. A review of handicapped needs in vocational education is followed by a summary of parents' perspectives on needs. Other sections focus on (1) special attitudinal barriers from the viewpoint of handicapped students, teachers, administrators, parents, and employers; (2) other significant barriers; (3) identifying district vocational needs of handicapped students; (4) suggested steps to needs identification and planning; and (5) needs identification strategies. A sample technique/tool for identifying individual student needs is provided for use at the classroom level. Questions for further discussion and a bibliography are provided. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED200804

Vocational Education Needs of Handicapped Students

• Self-help booklet 2 •

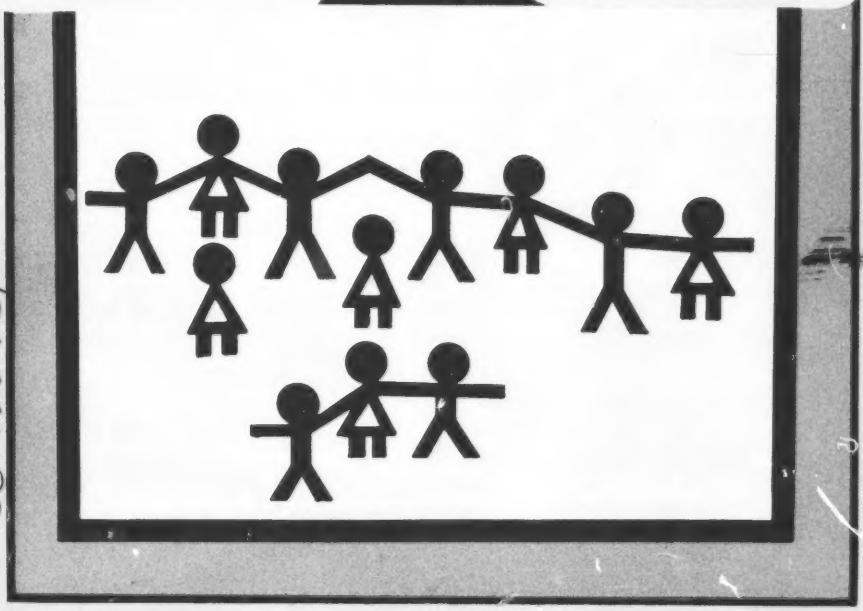
U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Verdell Jackson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



VOCATIONAL EDUCATION NEEDS
OF
HANDICAPPED STUDENTS

by

John W. Warden and Raymond H. Lehrman

The Northern Institute for Research, Training and Development, Inc.,

650 West International Airport Road
Anchorage, Alaska

June, 1979

This booklet was prepared pursuant to a grant from the State of Alaska, Department of Education. The opinions expressed herein, however, do not necessarily reflect the position or policy of the Department of Education, and no official endorsement by the Department of Education should be inferred.

TABLE OF CONTENTS

	Page Number
Implications for Administrators and Teachers	2
Who Are the Handicapped?	3
A Review of Handicapped Needs	4
Parents' Perspective on Needs	7
Special Attitudinal Barriers	8
Other Significant Barriers	11
Identifying District Needs	12
Suggested Steps to Needs Identification	14
Needs Identification Strategies	15
Knowing About the Handicapped Student	17
Questions for Further Discussion	18
Bibliography on Vocational Needs of Handicapped Students	19
Acknowledgements	21

IMPLICATIONS FOR ADMINISTRATORS AND TEACHERS

Meeting the vocational needs of handicapped students may require the use of various needs identification approaches. Consider the following statements and mark an appropriate check by those which relate to your situation. Needs identification implies that...

___ The handicapped must be identified before their needs can be determined.

___ Planning will take place and appropriate resources and time will be committed.

___ A commitment of staff will be secured.

___ An assessment of both individual needs (students, parents, teachers, administrators) and program or organizational needs (plans, resources, authorizations) will be required.

___ Knowledge of the special needs of handicapped students from other sources has been reviewed for awareness purposes.

___ A willingness to cooperate with others in carrying out assessment procedures is present or can be secured.

___ Specific tools and strategies must be developed for assessing a variety of groups and individuals.

___ A means of verification of needs information must be established.

___ A review of related laws on mandatory needs assessments must be completed (i.e. P.L. 94-142 requires assessment with regard to in-service training).

___ Resistance may arise and discrepancies between "what is" and "what should be" can result.

___ A review of the individualized educational programs of handicapped students with regard to vocational education will be undertaken.

___ Attention will focus upon the present concerns of yourself and others.

___ A diversity of attitudinal positions with regard to providing vocational education to handicapped students will surface.

___ Results of needs identification will be used to improve program operations and reduce those needs.

WHO ARE THE HANDICAPPED? [1]

MENTAL RETARDATION

"Mentally retarded" includes those children of educable and trainable mind who consistently demonstrate evidence of reduced academic achievement or social behavior and whose intellectual potential indicates restriction significantly below that of their peers. This term refers to that group of conditions characterized by a) slow rate of maturation, b) reduced learning capacity, and c) inadequate social adjustment, present singly or in combination, and associated with intellectual functioning which is below the average range, usually present from birth or early age.

PHYSICAL DISABILITY

"Physically handicapped" includes children whose known or diagnosed physical impairments are so severe or involved that special facilities, equipment or methods are needed to make their educational program effective. Included are blindness, partial sightedness, deafness, hearing impaired, orthopedically handicapped, and neurologically handicapped.

OTHER HEALTH IMPAIRMENT

Health conditions which result in reduced ability to participate in usual classroom activities. Medical diagnosis may include conditions such as asthma, heart disease, or hemophilia.

EMOTIONALLY DISTURBED

"Emotionally handicapped" includes children whose known or diagnosed emotional impairment is so severe or involved that special facilities, equipment or methods are needed to make their educational program effective.

COMMUNICATIVE DISORDERS

Impairments in articulation, language, voice, or fluency. A communicative disorder may range from a mild to severe developmental, organic, or psychogenic deficit. They include articulation, language, voice and fluency disorders.

SPECIAL LEARNING DISABILITY

Children with learning disabilities include those who exhibit disorders in one or more of the basic learning processes involved in comprehending or using expressive or receptive language and who may require special facilities, equipment or methods to make their educational program effective. Such disorders include such conditions as perceptional handicaps, brain injury, minimal brain disfunction, dyslexia, and developmental aphasia.

MULTIPLE HANDICAPPED

"Multiple handicapped" includes children whose known or diagnosed handicaps are determined to be any combination of the handicapping conditions described above whose needs demand the provision of special facilities, equipment or methods to make their educational program effective.

DEAF-BLIND

Vision and hearing impaired to both senses is included in this new category of handicapped students.

1 Abstracted from: State of Alaska, Special Education Handbook, Juneau, Alaska, Department of Education, 1978, pp. 5.1 - 5.4.

A REVIEW OF HANDICAPPED NEEDS IN VOCATIONAL EDUCATION

Handicapped students have in the past made up a very small percentage (1.7%) of the total enrollment in vocational education programs in public schools. Of this small percentage over half the students have been in segregated classes. Yet the incidence level of various types of handicaps far exceeds these figures as outlined below.

INCIDENCE LEVEL OF VARIOUS TYPES OF HANDICAPS [2]

Handicapping Condition	Incidence (% of School-Age Population)
Speech Impaired	3.5
Mentally Retarded	2.3
Learning Disabled	3.0
Emotionally Disturbed	2.0
Orthopedically Impaired	0.5
Deaf	0.075
Hard of Hearing	0.5
Visually Handicapped	0.1
Other Health Impaired	0.06
TOTAL	12.035

The requirements for handicapped participation in vocational education, as outlined in Reviewing the Laws and Regulations on Meeting the Vocational Needs of Handicapped Students, mandates an increase in services.

A key question centers on the special needs of handicapped students as well as the kinds of services offered to meet these needs. According to research conducted by the American Institute of Research, the handicapped have a somewhat greater need than the average non-handicapped students for:

* development of prevocational knowledge and attitudes
* pre-training skill assessment
* assistance in program planning and positive reinforcement during vocational counseling
* vocational class opportunities that lead to feelings of achievement rather than failure, including well-planned individualized instruction and attention to special needs that arise from the particular handicapping condition
* placement in favorable work-study or work-experience stations
* coordination and follow-up with other staff, particularly the special education teacher, and with work station supervisors.

A student's impairment may (1) necessitate some modification of the teachers' presentation style; (2) require some modification or adaptation of course content and materials; or (3) call for classroom, laboratory, or architectural adjustments to be made. Should this impairment be left unattended, it may threaten the individual's adequate adjustment as an adult

[2] Source: Halloran, W. "Handicapped Persons: Who Are They?" American Vocational Journal. January, 1978, page 30.

by limiting his or her occupational choices, or by completely eliminating his or her employment potential.

A study completed by the University of Wisconsin-Stout regarding the mentally retarded uncovered the following areas as very important with regard to vocational education:

* work adjustment
* job-seeking skills
* personal care and grooming
* socially acceptable behavior
* job tryouts
* job placement
* vocational evaluation

Attitudes of handicapped students that can also create problems for themselves in vocational education include:

* anxiety about entering a new situation
* low self-esteem
* lack of self-confidence
* fear of failure
* shyness, lack of assertion

Handicapped students generally are more keenly aware of their limitations than are other adolescents; therefore, they may be cautious, reserved, and just plain careful. Nevertheless, they have the same concerns that non-handicapped students have when entering a new class, meeting new people, and not knowing what will be expected of them. Their greatest problems may be:

* breaking the ice
* dealing with awkward, stiff or uncomfortable responses of others
* dealing with alienation
* dealing with situations that make them appear ignorant, clumsy, or inept
* avoiding embarassement

Among the common problems associated with placing handicapped students in job placement or cooperative work-experience problems are the following:

1. The students cannot clear entry hurdles - entry requirements often make greater physical or intellectual demands than the job itself.

2. Employers fear increased employee-related expenses - they may fear insurance rates, accident frequency or some other expense of doing business will rise.

3. Employers do not see how the handicapped person can get the job done at all, or they fear that accommodation will be terribly expensive - they may fear that environmental adaptations and special tools may be costly or that the handicapped worker cannot get the job done.

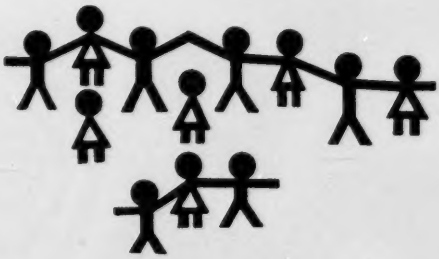
4. Employers fear that additional difficulties will arise if they must terminate or release a handicapped person.

5. Employers fear that other workers will not be able to work well with the handicapped - other employees may have poor attitudes toward working with the handicapped, or may lack communication or other skills needed to function efficiently with handicapped colleagues.[3]

And finally, research conducted by the Center for Studies in Vocational and Technical Education at the University of Wisconsin-Madison uncovered the following secondary vocational education services needing emphasis for handicapped and disadvantaged students:

* vocational counseling and guidance
* placement opportunities
* remedial and pre-vocational training
* orientation to the world of work
* assessment
* tutoring and coaching
* special recruitment or identification programs
* skills training
* follow-up of graduates
* transportation services

All of the above research indicates there may indeed be a need for special services to meet the vocational education of handicapped students. The actual configuration of these needs and services will vary from community to community and student to student. The central importance of identifying those needs should not be overlooked.



3 Source: Dahl, P. et. al. Mainstreaming Guidebook for Vocational Educators. Salt Lake City, Utah, Olympus Publishing Company, 1978, pp. 234-235.

PARENTS' PERSPECTIVES ON NEEDS

The central importance of parents in identifying the needs of handicapped students should not be overlooked. Over twenty parent interviews were recently conducted by The Northern Institute in cooperation with the school districts of Anchorage, Delta/Greely, Kenai, and the North Star Borough in Fairbanks. General needs identified by these parents included:

Overall Findings

1. Desire for more pre-vocational opportunities for students in broader range of occupations.

2. Emphasis upon basic survival skills associated with daily living and securing employment.

3. Assistance in school with reading difficulties for individual students.

4. Closer working relationship with community businesses and industry in securing work-study placements and follow-up employment.

5. Emphasis upon starting students at younger age in career exploration.

6. Emphasis upon developing social skills associated with self-confidence, working with people, socializing and functioning in the community.

7. Integration of basic academic skills in vocational programs in practical ways.

Among the specific suggestions regarding additional ways the schools and other agencies could help meet special needs of handicapped students in vocational education were:

* providing more "hands on" vocational classes

* less reliance on reading for instruction

* developing survival skills associated with employment and daily living

* working with employers in communities to hire the handicapped and develop work experience placements

* increasing physical space in shop areas to avoid safety hazards

* developing special help in reading

* developing summer work projects

* testing selected handicapped students orally rather than with written assessments

* working with teachers to raise their expectations regarding the performance and capabilities of handicapped students

* working with selected students on time and money concepts

* working to improve self-confidence and esteem among students

The parents also expressed:

* willingness to be a partner in vocational education planning and provide supplemental home support

* a lack of knowledge on what options are available for their child with regard to vocational education

* a positive support for schools to pursue this vocational/special education relationship in more detail

* a desire to be kept informed of developments

* a need for greater expansion and closer relationship between themselves and vocational teachers

* an apparent lack of community services provided which supplement the schools' attempts in vocational education

SPECIAL ATTITUDINAL BARRIERS

People tend to behave in ways consistent with their attitudes. If we know what someone's attitude is toward an idea, concept, or condition, we have a good chance of predicting how that person will respond to it or what the opinion will be on a specific issue. In addition, attitudes may often be transferred or generalized to others. To a certain extent, this means that attitudes may be contagious. One person's attitude may affect others.

Whose Attitudes are Involved? [4]

In order to ensure an atmosphere that will promote a positive experience for the mainstreamed handicapped student, we must first identify whose attitudes are relevant to and determine the success of mainstreaming. They will vary from one school or school district to another. Generally, the attitudes of the vocational educator, handicapped students, non-handicapped students, parents of handicapped students, other teachers, school principal, and the school administrators will be most significant.

The attitudes of the vocational educator and the handicapped student are of the utmost importance. Since mainstreaming is a step toward more fully integrating handicapped persons into the mainstream of society, it is reasonable to think that the handicapped students' attitude toward mainstreaming

4 Adapted from: Bond, R. Mainstreaming the Handicapped in Vocational Education: Developing a Positive Attitude, Palo Alto, California, American Institutes for Research, 1977, pp. 11-12.

is most important. However, it is the important responsibility of the vocational education teacher to help oversee that this integration successfully takes place and trouble shoot the obstacles. If the vocational educator has a positive attitude toward mainstreaming, he or she will communicate a faith and determination that it is not only possible but can be accomplished. This will influence handicapped and non-handicapped students to help each other develop both socially, academically, and vocationally. The many barriers and problems that exist can be torn down or at least greatly minimized. This will also give confidence to the handicapped student and motivate him or her to have patience while adapting to this new classroom environment.

Secondly, the attitudes of non-handicapped students toward their new handicapped classmates are of vital importance to successful mainstreaming. A positive attitude will motivate them to rise above the initial barriers and problems and encourage them to develop a helpful relationship with their new classmates. If this is extended to social acceptance as well, it will greatly influence the growing positive attitude of the handicapped student toward mainstreaming.

Third, the attitude of the handicapped student's parents toward mainstreaming will also be influential. It will directly determine whether the handicapped student will be allowed to enroll in a mainstreamed class in the first place. Parental attitudes vary from one community to the next and by the age and the functional independence of the handicapped student.

And last, the attitudes of other teachers, the school principal, school administrators, and the community will also influence the success of mainstreaming. Personal backing and financial support to mainstream classes by principals and school administrators is very important for successful mainstreaming. The unified support among other teachers and the school principal will encourage the success not only in the specific mainstreamed classroom but in the school at large. And of course, community support will also encourage mainstreaming to be extended out from the school into the greater community.

What Attitudes Are Normally Expressed?[5]

Consider the following list of attitudes that may be present in your school and community.

Handicapped Students' Attitudes

* "Will teachers and students feel awkward around me? Will they seriously doubt whether I can succeed in school and in a job?"

* "I know what career I want and I'll work as hard as anyone to get the training I need and to get a job."

* "In the past people have treated me as if I were not human. I don't expect that to change in the future."

5 Source: Dahl, P. et. al. Mainstreaming Guidebook for Vocational Educators. Salt Lake City, Utah, Olympus Publishing Co., 1978, pp. 18-19.

Vocational Teachers' Attitudes

* "I already have enough problems dealing with students who can't read or are discipline problems. I don't need a whole new set of problems."

* "Handicapped students may get hurt or cause other students to get hurt on the equipment."

* "I know I could accommodate a student in a wheelchair but I would have to learn how to provide for a blind student."

School Administrators' Attitudes

* "My teachers and staff understand each student's strengths and limitations. This is true of all students, both handicapped and non-handicapped. We treat each student as an individual with a unique set of needs and assets."

* "Handicapped students will cause too much congestion in our narrow hallways. Our insurance rates will surely go up."

Parents' Attitudes

* "There will have to be someone with my son all the time. Otherwise, who will look after him?"

* "The special education teacher understood my daughter and the class was small enough for her to receive individual attention. What will become of her when she is herded in with everyone else?"

* "My son will have to learn how to succeed in competition with non-handicapped people and I believe he has the capacity and drive to do it."

Employer Attitudes

* "Other workers will not be able to work well with the handicapped."

* "I will have increased expenses due to accident frequency and higher insurance rates."

* "I don't see how they can get the job done at all."

* "If I hire a handicapped person, it will be more difficult for me to release them."

* "I'll be bothered by 'do-gooders' while the handicapped person is on the job."

* "There won't be anyone to turn to for special support services if I hire a handicapped person."

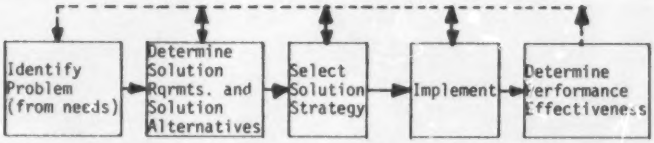
OTHER SIGNIFICANT BARRIERS

Research into vocational education for the handicapped has also uncovered a variety of barriers that may present special problems for local administrators. This list includes:

Source of Barrier	Nature of Barrier
Barriers within society	Apathy and indifference due to a lack of knowledge and awareness about the handicapped.
	Reluctance to embrace those who are different and to part with stereotypes.
	Tendency to focus on inabilities rather than abilities.
	Inaccessible buildings, travelways, and public transportation.
	Inadequate public leadership promoting the causes of the handicapped.
Barriers within the helping system	Competing demands for attention, time, dollars, and priority status.
	Lack of inter-agency cooperation, coordination, and planning.
	Lack of knowledge of services needed on the part of program administrators, developers, and evaluators.
	Insufficient use of handicapped persons and parents of the handicapped in the planning of programs and services.
	Inadequate preservice and inservice personnel development.
	Lack of awareness of employment opportunities for handicapped students.

IDENTIFYING DISTRICT VOCATIONAL NEEDS OF HANDICAPPED STUDENTS

Needs identification is part of problem-solving and planning based upon discrepancies between "what ought to be" and "what already is." Needs assessment is thus a formal process for identifying outcome discrepancies. It is part of a larger systems approach whereby needs are identified, problems are selected, requirements for problem solution are identified, solutions are selected from alternatives, methods and means are obtained and implemented, results are evaluated and revisions are made so that the needs are eliminated.



What should be clear from the above visual is that needs assessment deals with the "what" and the balance of planning deals with the "how." For this reason it is of vital importance that needs identification be placed in the context of planning. By selecting the needs the problem is being defined.

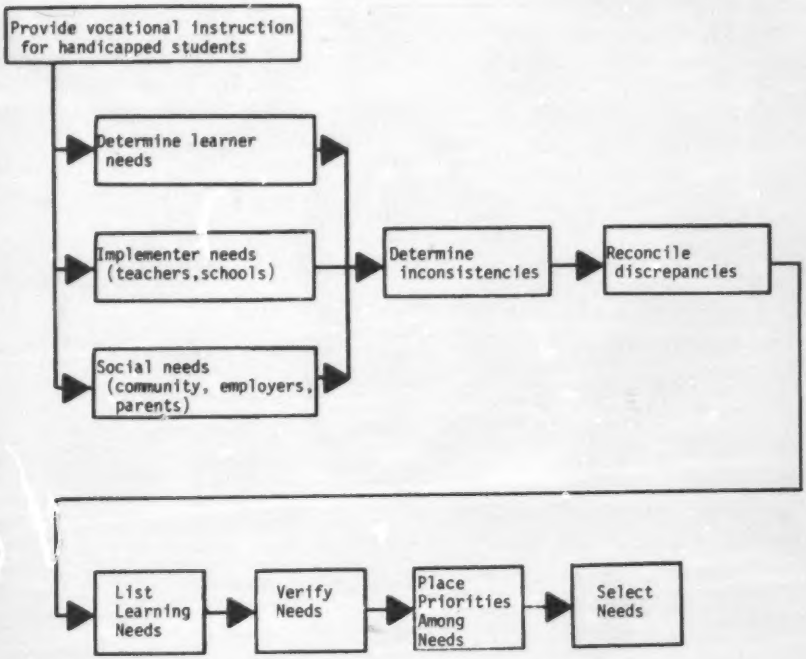
Needs must also be seen in the context of: 1) the student or learner, 2) the parents and community and 3) the educators or implementors of the educational process. From such a perspective it is possible to see that needs assessment can be viewed from several different but inter-related perspectives.

POSSIBLE NEEDS ASSESSMENT (Sweigert Model)

What Is (Current Condition)	What Should Be (Required Condition)
1. Learner: the student has no knowledge of vocational jobs available within the community.	1. Learner: the student can identify employment opportunities for him/herself in the local community.
2. Implementor: the vocational teacher knows very little about employment opportunities for the handicapped in the local community.	2. Implementor: the vocational teacher can identify employment opportunities for the handicapped in the local community.
3. Society: parents know very little about employment opportunities for their children.	3. Society: parents have identified employment opportunities for their children.

Needs are in fact always tentative and any needs identification process must be viewed in the context of continuous process rather than being completed. Furthermore, it is important to determine inconsistencies and reconcile discrepancies between perceived needs by various groups. This further means listing learning needs, placing priorities among needs and selecting needs to be addressed. A needs assessment system for vocational education at a district level must focus upon a series of inter-related steps as outlined in the visual below.

Needs Assessment System



SUGGESTED STEPS TO NEEDS IDENTIFICATION AND PLANNING

Listed below are a series of steps outlined by Kaufman (1792) in Educational System Planning. More detail on each of these steps is outlined by the author.

1. Decide to Plan. The first step to needs identification is often overlooked. This means to make a group decision to plan for conducting a needs assessment. Commitment to plan is critical.

2. Identify Problem Symptoms. Needs arise out of concerns from student(s), parents, colleagues, the community and yourself. By harvesting these and grouping them, it is possible to help identify the problem symptoms.

3. Identify the Domain for Planning. This simply means determining the scope of the planning effort and this relationship to the people involved. Will the focus be upon an individual child, a class, a school, the district, or a combination of these?

4. Identify Possible Needs Assessment Tools and Procedures and Select the Best Ones. This part of the process involves identifying the assessment objectives as a means of helping decide which tools and procedures to utilize. Needs assessments tend to be viewed as something that is a good idea for someone else. Try not to select instruments that affix blame or could be used to do so.

5. Determine the Existing Condition for All Partners. This includes making some determination of the values of those directly involved. The key is to focus upon the conditions and facts which surround the needs assessment process.

6. Determine Required Conditions. This includes determining the degree of consensus or lack of it with regard to "where we want to be." Other goal statements with regard to meeting the vocational needs of handicapped students can be reviewed as a reference point of further discussions and modification. (See Self-Help Booklet #4.)

7. Reconcile Any Discrepancies Among the Partners' Viewpoints. Checking perceptions among various groups is perhaps the most simple method of determining if such differences have been reconciled.

8. Place Priorities Among the Discrepancies and Select Needs. Of considerable usefulness here is to request that priorities be placed based upon the questions of "what does it cost to meet this need, and what does it cost to ignore this need?"

9. Make Sure the Needs Assessment is a Continuous Process. Too often needs assessments are perceived as short term tasks rather than part of a planning process which continues beyond the assessment. High importance should be placed upon follow-up use of the results and further assessments at a later time.

NEEDS IDENTIFICATION STRATEGIES

Listed below are a few ideas for assisting in needs identification. One or more combinations of these might be useful for vocational educators and special education teachers and administrators.

* Ask People Their "Concerns." This informal process can lead to a "harvesting of concerns" whereby needs can be grouped together around common concerns.

* Observe Evidence of "Unmet Needs." This includes looking for aspects of the program which aren't working the way they should. Program failures, verbalized frustrations by any number of individuals and "difficult situations" often point to needs which are not being met.

* Seek Formal Information From Various Groups. This may include information on "desired conditions" or "where we are now." Focus can be upon a short term or long term basis. A focus upon groups helps identify special interest needs. For example, a Developmental Disabilities Parents Group in Kenai School District recently identified the following needs:
  --- someone to work with employers to get jobs for handicapped students;
  --- special classes or instruction on self-discipline and work for students with behavioral problems;
  --- a desire to know what occupations are even possible within the community.

* Look at How Others Have Identified Needs of Handicapped Students and Review the Results. Sometimes by looking at how others have done things and what they have found we can learn something about our own local situation. Conventions, workshops, and informal phone conversations are a starting point. The bibliography in this booklet is another. For example, Hughes and Rice (1978) have explained how a group process can be used to assess needs and identify barriers in meeting the vocational needs of handicapped students. A sample of priority needs they identified included:
  1. Selected personnel need to attend in-service workshops on vocational education;
  2. Class size needs to be reduced;
  3. Parents' knowledge of vocational education programs needs to be increased;
  4. Special instructional materials need to be provided;
  5. School placement personnel need to attend in-service workshops on vocational education;
  6. Diagnostic personnel need to be available;
  7. Curriculum development activities, particularly those which relate to basic and daily living skills to vocational opportunities, need to be undertaken.

* Observe Behavioral Actions. This includes looking at the actions of students, teachers, employers, administrators and others involved in providing and receiving vocational instruction. Students are typically thought of in this connection but the behavior of others is also a key ingredient as to how things are going.

* Conduct Work Sample Assessments. A variety of commercial companies now sell pre-vocational work assessment tools and kits. Many companies have special assessments designed for various handicapping conditions of students, such as low level reading difficulties.

* Conduct a Personal Interview with Students. This can be done on either an informal or formal basis and is designed to collect information on verifying the extent to which perceived needs actually exist. The interview can also be used as a starting point at the individual classroom and building level. Employers can likewise provide information from their own cooperative work experience opportunities in working with the handicapped students.

* Conduct Group Meetings, Public Hearings, Study Groups or Task Force Advisory Meetings. These short term approaches involve mobilizing people to investigate and report the findings of needs in a specified time framework and input process. Care should be given to determine how these selected procedures fit into the overall planning process.

* Review State and Federal Laws. Recent rules and regulations, regarding the handicapped, mandate meeting certain requirements that arose out of needs. Staff in-service, individualized education programs, vocational counseling for handicapped students, due process for parents and others are all specified in detail in the laws. (See Self-Help Booklet #1: Reviewing the Laws and Regulations on Meeting the Vocational Needs of Handicapped Students.)

* Review Individualized Education Programs (IEP) for Handicapped Students. Perhaps the best source for identifying individual student needs is to review the IEP which must be developed for each handicapped student. An analysis of individual needs may lead to a recognition of similar or common group needs of handicapped students in vocational education. The IEP can also be a logical and useful place to include instructional objectives for meeting these needs.

* Interview Parents and Community Representatives. Either formal or informal assessments and interviews can provide information outside the formal schooling context. The parent interviews completed in connection with this project and reported on page 7 of this booklet were directed toward the following questions:
  --- What are your expectations and your child's expectations for the future after leaving school?
  --- What do you think your child's needs are while in school toward this goal?
  --- What do you think the school and other agencies could do further to help your child?

* Ask Yourself What Needs You Have. Chances are others will also have many of these same needs. Most people want to start by identifying other people's needs when often a first step may be defining your own needs. What are your needs with regard to meeting the vocational education of handicapped students?

KNOWING ABOUT THE HANDICAPPED STUDENT [6]

An important component of identifying the vocational needs of handicapped students is to focus upon the individual rather than merely group needs. Here is one technique or tool for use at the classroom level.

A. The student's name (or code number) is _____

The student's disability is called _____

A basic definition is _____

_____

Are there associated problems or disabilities? If so, what are they?

_____

B. What physical, emotional, or mental characteristics are clearly evident that would limit employability? Could any of these limiting characteristics be modified through training, use of a device, or environmental modifications? (Specify)

_____

_____

_____

C. What evidence can you find that suggests whether the student copes with his/her handicap effectively and is able to "get things done"?

_____

_____

D. What are the student's existing interests, demonstrated abilities, and strengths as revealed by pre-vocational assessment?

_____

_____

E. What have you learned from the special educator relating to medication, attendance, and procedures to follow if health care is required in the classroom or work station?

_____

_____

[6] Source: Weisgerber, R. Mainstreaming the Handicapped in Vocational Education: Developing A Plan for Action. Palo Alto, California, American Institutes for Research, 1977, p. 2.

QUESTIONS FOR FURTHER DISCUSSION

Listed below are a few questions designed to serve as "thought stimulators" for yourself and others with regard to identifying the vocational needs of handicapped students.

1. DO I/WE WORK WITH ANY HANDICAPPED STUDENTS?

2. WHAT ARE THE REASONS FOR SPENDING TIME TO IDENTIFY VOCATIONAL NEEDS OF HANDICAPPED STUDENTS?

3. TO WHAT EXTENT HAVE I/WE ALREADY IDENTIFIED THE VOCATIONAL NEEDS OF HANDICAPPED STUDENTS?

4. ARE THERE ANY SPECIAL SKILLS OR TECHNIQUES FOR IDENTIFYING THE VOCATIONAL NEEDS OF HANDICAPPED STUDENTS?

5. WHAT CAN I/WE LEARN FROM THE STUDENTS THEMSELVES WITH REGARD TO NEEDS RELATED TO VOCATIONAL EDUCATION?

6. WHAT KIND OF INFORMATION DO I/WE NEED TO KNOW?

7. WHO ARE THE BEST SOURCES FOR INFORMATION ON HANDICAPPED STUDENTS WITH REGARD TO VOCATIONAL EDUCATION?

8. WHO ELSE MIGHT HAVE INFORMATION WITH REGARD TO VOCATIONAL NEEDS OF HANDICAPPED STUDENTS?

9. HOW WILL THIS NEED INFORMATION BE UTILIZED ONCE IT IS OBTAINED?

10. WHAT IS THE POTENTIAL OF HANDICAPPED STUDENTS IN VOCATIONAL EDUCATION BASED UPON THEIR ABILITIES AND DISABILITIES?

BIBLIOGRAPHY ON VOCATIONAL NEEDS OF HANDICAPPED STUDENTS

Altfest, M. editor. Vocational Education for Students with Special Needs: A Teacher's Handbook. Fort Collins, Colorado, Colorado State University, 1975.

American Vocational Journal. Special Issue on "Reaching Out to Students with Special Needs," November, 1972.

Bitter, J. "Special Education for the EMR Adolescent: Student Needs and Secondary Education Teacher Competencies" In Preparing Teachers of Secondary Level Educable Mentally Retarded: A New Model. Menomonie, Wisconsin, University of Wisconsin-Stout, 1971.

Boldrey, T. "Joliet Identified by Computer", School Shop. April, 1978, pp. 72-73.

Bond, R. Mainstreaming the Handicapped in Vocational Education: Developing A Positive Attitude. Palo Alto, California, American Institutes for Research, 1977.

Corrigan, R. & Associates. A System Approach for Education (SAFE). R. F. Corrigan Associates: Garden Grove, California, 1969.

Dahl, P. et. al. Mainstreaming Guidebook for Vocational Educators. Salt Lake City, Utah, Olympus Publishing Co., 1978.

Delberg, A. et. al. Group Techniques for Program Planning. Glenview, Illinois, Scott Foresman & Co., 1975.

Evans, R. and Albright L. Development of a System for Identification and Assessment of Special Need Learners. Urbana, Illinois, University of Illinois, 1976.

Franken, M.E. Identifying Handicapped Students and Their Vocational Needs for 1977-1982. Madison, Wisconsin, University of Wisconsin-Madison, Wisconsin Vocational Studies Center, 1977.

Gentry, D. "The Challenge of '68': A Commitment That Won't Go Away", American Vocational Association Journal, September, 1974, pp. 32-33.

Groves, R. A National Survey of Vocational Education Programs for Students with Special Needs. Columbus, Ohio, Center for Vocational and Technical Education, 1966.

Halloran, W. "Handicapped Persons: Who Are They?", American Vocational Journal, January, 1978, pp. 30-31.

Hughes, J. and E. Rice. Needs Assessment Procedure: Mainstreaming Handicapped. A Manual for Vocational Education Administrators, Chapel Hill, North Carolina, System Sciences, Inc., 1978.

Hull, M. Vocational Education for the Handicapped: A Review. Columbus, Ohio, Center for Vocational Education, ERIC Clearinghouse on Career Education, 1977.

Kaufman, R. Educational System Planning. Englewood Cliffs, New Jersey, Prentice-Hall, 1972.

Kirk, J. Identifying Children with Special Needs. Chicago, Illinois, Science Reseach Association, 1955.

Kumar, V. Handicapped Persons in Wisconsin's Vocational, Technical, and Adult Education Districts: Assessment of Educational Techniques and Identification of Barriers. Madison, Wisconsin, University of Wisconsin-Madison, Wisconsin Vocational Studies Center, 1977.

Lampe, A. National Association of Vocational Education Special Needs Personnel Newsnotes. Burlington, Vermont, NAVESEP Publications Committee, 1976.

Mager, R. and K.M. Beach, Jr. Developing Vocational Instruction, Palo Alto, California, Fearon Publishers, Inc., 1967.

Meers, G. Introduction to Special Vocational Needs. Lincoln, Nebraska, University of Nebraska-Lincoln, 1976.

Needs Assessment in Education: A Planning Handbook for School Districts. New Jersey State Department of Education, Trenton, New Jersey, 1974.

Nelson, H. Serving Students with Special Needs in Vocational Education. Gilman Hot Springs, California, Mt. San Jacinto College, 1971.

Olson, A. "Colorado People and Colorado Education--An Assessment of Educational Needs Based on the Population, Economy, and Social Structure of Colorado", Colorado Department of Education, Denver, June, 1970.

Schwartz, S. Characteristics of Handicapped Students. Gainesville, Florida University of Florida. (no date)

Tapman, M. "Two Million Without Skills", Office of Education, Washington, D. C. Bureau of Eudcational Personnel Development, 1972.

Vocationally Oriented School Planning for the Handicapped Kindergarten Through Grade Twelve. Windham Southeast Supervisory Union, Brattleboro, Vermont, 1976.

Weaver, W. "The Delphi Forecasting Method", Phi Delta Kappan, January, 1971.

Weisgerber, et. al. Mainstreaming the Handicapped in Vocational Education: Developing A General Understanding. Palo Alto, California, American Institutes for Research, 1977.

Where to Turn. Governor's Council for the Handicapped and Gifted, Juneau, Alaska 1979.

Wisconsin's Vocational and Technical Education Programs for Persons with Special Needs. Madison, Wisconsin, Wisconsin University, Center for Studies in Vocational and Technical Education, 1972.

SPECIAL ACKNOWLEDGEMENTS

A special acknowledgement is extended to four school districts and their personnel in Alaska who served in an advisory capacity to this project.

Anchorage School District

Lynn Bartz, Secondary Special Education Program Supervisor
Bill Oleson, Consultant for Vocational Education
Jim Rich, Director of Special Education
Brent Rock, Coordinator of Curriculum Development

Delta/Greely School District

Paul Janowiec, Coordinator of Special Services
Jerry Story, Assistant Superintendent

Fairbanks North Star School District

Joe Bielski, Director of Pupil Personnel Services
Ivan Gillespie, Director of Vocational Education
Candy Rohrer, Hutchison Career Center
Tillman Taylor, Hutchison Career Center
Chris Williams, Special Education

Kenai Peninsula Borough School District

Libby Koch, Coordinator of Elementary & Secondary Education
Kris Rogers, Director of Special Services
Walter Ward, Superintendent of Operations and Vocational Education

Members of the Department of Education who assisted in this project included Tom Buckner and John Stamm from Special Education and Glenn Erickson, Gary Fuller and Karen Ryals from Vocational and Career Education. In addition, review comments and suggestions were made by Gary Meers from the University of Nebraska-Lincoln. Mark Jordan and Chris Tarrillion of Kelly Services provided secretarial and graphic assistance. Members of The Northern Institute Staff who offered key assistance included Irene Adams, Marty Jordan Bomotti and Valerie Jennings.

THE SELF-HELP SERIES

This publication is one in a series of five booklets designed for Alaskan Educators. The focus of all five publications is upon improving the vocational services provided to handicapped pupils. The material is designed to stimulate thought, provide some basic information and draw the readers' attention to additional resources on meeting the vocational needs of handicapped students. They are designed primarily for administrators and teachers but also could be shared with parents, agency officials and community members alike. The titles for each of the Self-Help Series are listed below.

1. LAWS AND REGULATIONS TO MEET THE VOCATIONAL NEEDS OF HANDICAPPED STUDENTS
2. VOCATIONAL EDUCATION NEEDS OF HANDICAPPED STUDENTS
3. REVIEWING VOCATIONAL PROGRAMS FOR HANDICAPPED STUDENTS
4. GOALS AND OBJECTIVES OF VOCATIONAL EDUCATION FOR HANDICAPPED STUDENTS
5. PLANNING TO MEET THE VOCATIONAL NEEDS OF HANDICAPPED STUDENTS

Additional copies may be available from the Alaska Department of Education on a limited supply basis. Address all comments and requests to: Vocational/ Special Education, Department of Education, Pouch E, Juneau, Alaska 99811.

There is only one man in the world
and his name is All Men
There is only one woman in the world
and her name is All Women
There is only one child in the world
and the child's name is All Children

- Carl Sandburg